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ABSTRACT

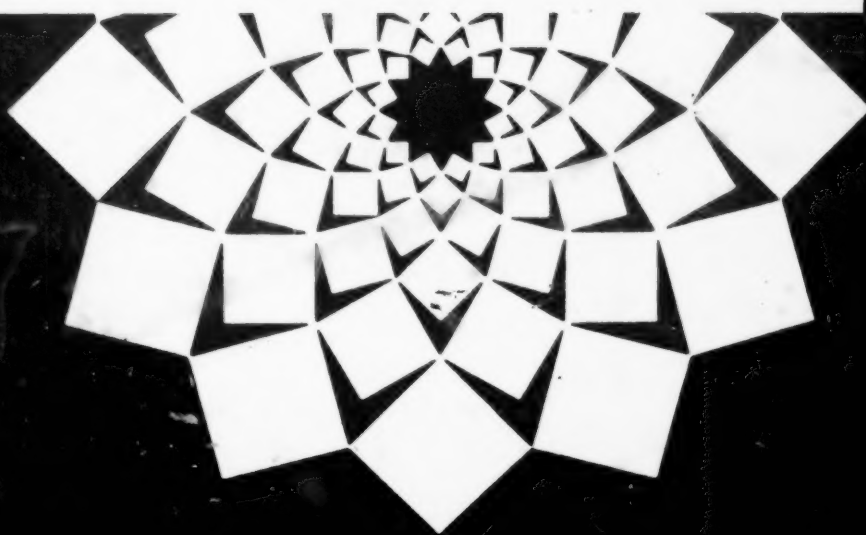
This guide delineates the scope and sequence of German instruction in both junior and senior high schools indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents material on: (1) the scope and sequence of the course in both four- and six-year sequences, (2) materials, (3) methodology, (4) idioms and expressions, (5) topical vocabulary lists, (6) a section on German 3. Topical vocabulary lists and lists of idiomatic expressions are included. This audiolingual course outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, morphology, and syntax of the language. (RL)

FOREIGN LANGUAGES

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ACKNOWLEDGMENTS

This publication is the first venture in producing a guide which delineates the scope and sequence of foreign language instruction from grades 7 through 12.

The curriculum guide will serve as the basis for a well articulated foreign language program in Bloomington.

Invaluable assistance in the writing of this guide was obtained from the curriculum guides of Bloomfield Hills, Minneapolis, New York City, the State of Delaware, the State of Indiana, the State of Minnesota, and the State of Wisconsin.

We are deeply indebted to the above mentioned agencies for direction and specific ideas, as well as the writing teams and others who offered suggestions, in the development of this curriculum guide.

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PURPOSE OF THE CURRICULUM GUIDE

This curriculum guide has been written to assist the language teachers in Bloomington. It is intended to serve as a guide to foreign language teachers in:

1. following the philosophy and objectives
2. following the scope and sequence of course content
3. teaching the fundamental language skills
4. teaching the foreign culture and civilization
5. following behavioral objectives in planning and teaching the target language
6. using audio-lingual techniques
7. preparing and using dialogs and pattern drills
8. carrying on a program of motivational activities and projects
9. using audio and audio-visual aids
10. planning and scheduling supplementary reading and reports
11. improving articulation.

INTRODUCTION

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no given point can the experience be considered complete or the skill perfect. Many pupils study a foreign language for only two years; of course, a longer time is needed to approach a mastery of the language. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

Progress in any one of the linguistic skills of foreign language learning or in the cultural experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

BLOOMINGTON'S SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

1. the value of the individual personality.
2. the worth of the individual.
3. the individual's potentialities.
4. the individual patterns of human growth.
5. the individuality of learning.
6. the value of good mental and physical health of the individual.
7. the importance of the moral and spiritual values of the individual.
8. the individuals who need to identify with groups.
9. the value of creative instruction.
10. continuous educational research and utilization of its findings.
11. the value of excellence in all instruction.

RATIONALE OF FOREIGN LANGUAGE EDUCATION IN BLOOMINGTON

Supersonic jets and other modes of transportation and communication have contracted the globe and increased man's awareness of his formerly far-flung neighbors so that the need to communicate effectively within the family of nations is imperative. Recent world events have punctuated the necessity for communicative educational programs because of the rapidly expanding dimensions of society and the intermingling of people of various cultures.

Communication with our world neighbors integrates a personal and humanistic element into foreign language learning. An important value of foreign language learning is the awareness of another culture through its language. This implies that there are many ways of doing things, not just our way.

Effective communication with other people has a humanitarian aspect as well since our world neighbor is more amenable to our assistance and suggestions when we speak his language. Our programs of assistance to underdeveloped countries have demonstrated this fact. Former President John F. Kennedy and his wife won the hearts of people in the foreign countries they visited when they spoke the language of the inhabitants.

Economic factors also have dictated the necessity for business leaders to communicate in the target language in their inter-continental business transactions.

Our international relations are constantly expanding as we find new ways to secure world peace, to provide technical and material assistance to other countries and to promote cultural exchanges. The importance of knowing and speaking foreign languages is constantly increasing as we become more closely intertwined with other peoples.

This concept of communication with our world neighbors has been recognized by our Federal Government in the creation of the National Defense Education Act of 1958 to develop educational programs of intensive foreign language study.

The Administration and the Board of Education in Bloomington have also recognized the vital need for foreign language instruction. This has been evidenced by the increased course offerings, such as Russian in the senior high schools, and by expanded foreign language training in the junior high program. The Board of Education appointed a K-12 Foreign Language Coordinator to assure the continued importance of foreign language instruction by means of a sequential program in the elementary and secondary schools.

The Bloomington Foreign Language Staff proposes the following philosophy of instruction which should be applicable to all grade levels:

1. Foreign language communication can best be accomplished by utilizing not only the most modern audio-lingual approaches to language learning but also those approaches which have proved successful in the past.

2. Foreign language instruction should begin as early as possible, preferably in the primary grades.
3. The term "level" (rather than "year" or "grade") designates the degree of linguistic proficiency to be mastered and the cultural understanding to be acquired during a specified period of time.

OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

General Objectives

The primary function of language is to communicate, first through hearing and speaking, and then through reading and writing.

A concomitant objective of foreign language instruction is to develop in pupils an understanding of foreign people, of their country and of their culture.

Specific Objectives

The specific objectives of foreign language instruction can be stated as linguistic and cultural.

Linguistic Objectives:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.
3. To read with direct understanding, without recourse to English translation, material on a general subject.
4. To write, using authentic patterns of the language.
5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

Cultural Objectives:

1. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.
2. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.).
3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.

BEHAVIORAL OBJECTIVES

In the development of the Foreign Language Curriculum Guide efforts have been made to include the use of behavioral objectives.

These objectives are designed to describe the total performance (T.P.O.) for a given segment of language instruction, as well as the more specific instructional performance (I.P.O.) of the specific lessons provided in this program. By no means is this program comprehensive or complete for all segments of language instruction, but it has been developed as a guide for the teacher and a possible pattern for subsequent efforts.

Learning activity packages are being written, using behavioral objectives, and student performance criteria.

In order to delineate the specific linguistic and cultural skills in behavioral terms, the performance objectives on the following pages were used in the development of each of the languages.

The coding used includes: T.P.O. = Total Performance
Objective
I.P.O. = Instructional Performance Objective

FOREIGN LANGUAGE BEHAVIORAL OBJECTIVES DESIGN

- T.P.O.F.L. 1.0 Given any communication in the target language, at his level of instruction, the learner will demonstrate his ability to convey meaning in the ORAL area through pronunciation, intonation, rhythm, and syntax. Accuracy: 90% or greater.
- I.P.O.F.L. 1.1 Given a series of utterances, the learner will imitate promptly, verbally, with correct pronunciation, morphology, and syntax. The rate must be normal. Accuracy: 90% or greater.
- I.P.O.F.L. 1.1a Given a simple utterance, the learner will repeat it immediately with sufficient accuracy that not two phonemes are confused and that no native language phonemes are substituted. (The rate must be normal.) Accuracy: 95% or greater.
- I.P.O.F.L. 1.1b Given at his level of instruction an oral list of words containing the phonemes unique to the target language, the learner will imitate the words with accuracy satisfactory to the examiner. Accuracy: 80% or greater.
- I.P.O.F.L. 1.2 Given a command requiring a single non-verbal response, the learner will respond promptly. Accuracy: 95% or greater.
- I.P.O.F.L. 1.3 Given an utterance requiring a declarative response, the learner will respond promptly, verbally, and with correct pronunciation, morphology, and syntax. The rate must be normal, with accuracy of 80% or greater.
- I.P.O.F.L. 1.4 Given oral interrogatives in the target language the learner, at his level of instruction, will consistently identify them verbally or non-verbally. Accuracy: 100%.
- I.P.O.F.L. 1.5 Given oral questions at his level of instruction in the target language, the learner will answer promptly in the target language with native-like control (phonology, morphology, and syntax). Accuracy: 80% or greater.
- I.P.O.F.L. 1.6 Given any situation at his level of instruction in the target language, the learner will construct one or more questions in the target language with native-like accuracy of 90% or greater.
- I.P.O.F.L. 1.7 Given orally a series of sentences containing dialects (recognized phonemic variations), the learner will repeat in his standard speech, accurately identifying 75% of the variations.

- T.P.O.F.L. 2.0 Given any communication at his level of instruction, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation and syntax. Accuracy: 85% or greater.
- I.P.O.F.L. 2.1 Given the written form of an utterance previously mastered orally, the learner will copy it correctly and legibly, all symbols of the target language being written correctly, with 100% accuracy.
- I.P.O.F.L. 2.2 Given any utterance(s) at his level of instruction in the target language, the learner will write it correctly and promptly from dictation with 95% accuracy or greater.
- I.P.O.F.L. 2.3 Given any utterance(s) at his level of instruction in the target language NOT previously mastered in the written form, the learner will write it correctly and promptly from dictation. Accuracy: 80% or greater.
- I.P.O.F.L. 2.4 Given the written form of an utterance he has or has not mastered, the learner will read aloud with correct pronunciation, rhythm, intonation, and at a normal rate. Accuracy: 75% or greater.
- I.P.O.F.L. 2.5 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written declarative sentences with no vocabulary aids and with correct morphology and syntax. Accuracy: 75% or greater.
- I.P.O.F.L. 2.6 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written interrogatives with no lexical aids and with correct morphology and syntax. Accuracy: 75% or greater.
- I.P.O.F.L. 2.7 Given an oral lecture at his level of instruction, in the target language, the learner will demonstrate his ability to take notes in the target language with 75% accuracy or greater.
- T.P.O.F.L. 3.0 Given any specific function of a word or group of words at his level of instruction, in the target language, the learner will demonstrate his ability to use this item in correct context (correct morphology and syntax) with accuracy of 80% or greater. (Function words e.g. verb, adverb, intensifiers, determiners, etc.)
- I.P.O.F.L. 3.1 Given a minimal list (the number unique to the target language) of any class of verbs at his level of instruction, the learner will select and use the verb form appropriate to context, orally as well as written, with 80% accuracy, or greater.

- I.P.O.F.L. 3.1a Given a minimal list of any class of verbs at his level of instruction, the learner will demonstrate his ability to convey meaning in two or more time sequences, orally as well as written, with 85% or greater accuracy.
- I.P.O.F.L. 3.1b Given a list of verbs containing orthographic changes unique to the target language, the learner will demonstrate, at his level of instruction, his ability to use these in written form with 90% or greater accuracy.
- I.P.O.F.L. 3.1c Given a list of reflexive verbs unique to the target language, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written, with 90% accuracy or greater.
- I.P.O.F.L. 3.1d Given a list of irregular verbs (unique to the target language) the learner will demonstrate his ability to convey meaning orally as well as written, with 80% accuracy or greater.
- I.P.O.F.L. 3.1e Given any infinitive in the target language the learner will demonstrate his ability to recognize it and find the stem to be used for conjugating the entire verb. Accuracy: 90% or greater.
- I.P.O.F.L. 3.1f Given a list of verbs with stem changes, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written with 90% accuracy or greater.
- I.P.O.F.L. 3.2 Given a series of utterances at his level of instruction, the learner will demonstrate his ability in oral as well as written form, to transform into negatives with special attention to intonation and syntax. Accuracy: 75% or greater.
- I.P.O.F.L. 3.3 Given a list of verbs at his level of instruction, the learner will demonstrate his ability to construct new parts of speech orally or written, from this list, with 85% accuracy or greater.
- I.P.O.F.L. 3.3a Given any utterance in the imperative form in the target language at his level of instruction, the learner will recognize and demonstrate his ability to convey meaning with 90% accuracy or greater.
- I.P.O.F.L. 3.3b Given any infinitive form in the target language at his level of instruction, the learner will demonstrate his ability to identify, construct, and convey meaning by the participial form appropriate to any given context. Accuracy: 80% or greater.

- I.P.O.F.L. 3.3c Given any utterance in the target language at his level of instruction, the learner will demonstrate his ability to accurately place direct, object nouns and indirect object nouns or pronouns with 85% accuracy or greater (morphology and syntax).
- I.P.O.F.L. 3.4 Given a list of adjectives at his level of instruction the learner will demonstrate his ability to transform any adjective into new parts of speech, orally or written form, with 85% or greater accuracy.
- I.P.O.F.L. 3.4a Given a list of adverbs, at his level of instruction the learner will demonstrate his ability to construct new parts of speech, orally or written, from the given list. Accuracy: 90% or greater.
- I.P.O.F.L. 3.4b Given a list of nouns at his level of instruction, the learner will demonstrate his ability to construct and use new parts of speech, orally as well as written, with 85% or greater accuracy.
- I.P.O.F.L. 3.5 Given any situation requiring adverbial meaning, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.
- I.P.O.F.L. 3.5a Given any situation requiring adverbial meaning employing a preposition, the learner at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% accuracy or greater.
- I.P.O.F.L. 3.5b Given any situation requiring adverbial meaning with a preposition, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.
- T.P.O.F.L. 4.0 Given a set of basic illustrations at his level of instruction demonstrating NUMBER and GENDER unique to the target language, the learner will demonstrate his ability to distinguish each in both oral and/or written context with native-like control. Accuracy: 95% or greater.
- I.P.O.F.L. 4.1 Given a minimum of four masculine, four feminine, and four neuter terms, at his level of instruction, the learner will distinguish, by oral or written usage, the unique differences. Accuracy: 90% or greater.
- I.P.O.F.L. 4.2 Given any unidentified noun, pronoun, or adjective at his level of instruction, the learner will construct in the target language one or more illustrations demonstrating his ability to distinguish between masculine, feminine, and neuter genders. This is to be achieved with 80% accuracy or greater.

- I.P.O.F.L. 4.3 Given a minimum list of four singular and four plural terms, at his level of instruction, the learner will distinguish by oral or written usage, the unique differences. Accuracy: 90% or greater.
- I.P.O.F.L. 4.4 Given any singular or plural noun and/or pronoun and/or adjective and/or verb at his level of instruction, in the target language (oral or written), the learner will construct the contrasting quantity with 75% accuracy.
- I.P.O.F.L. 4.5 Given any quantity of utterances, his level of instruction, in the target language, the learner will demonstrate his ability to convey meaning by appropriate agreement of all related terms. Accuracy: 80% or greater.
- I.P.O.F.L. 4.6 Given a minimal list of roots at his level of instruction, in the target language, the learner will demonstrate in the target language his ability to transform these and use the derivatives in accurate context. Accuracy: 80% or greater.
- T.P.O.F.L. 5.0 Given a minimal set of 100 idiomatic expressions at his level of instruction, the learner will demonstrate use of those situations (oral or written) in the target language unique to the mores of the target region. Accuracy: 75% or greater.
- I.P.O.F.L. 5.1 Given an idiomatic expression in the target language at his level of instruction, the learner will demonstrate his ability to recognize the basic definition of "idiomatic" with 100% accuracy. (e.g. environmental)
- I.P.O.F.L. 5.2 Given any idiomatic expression(s) in the target language at his level of instruction, the learner will demonstrate his ability to use these in situations unique to the life situations of the target region. Usage is to be oral or written with 80% accuracy or greater.
- T.P.O.F.L. 6.0 Given an oral or written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing with native-like control. Accuracy: 75% or greater.
- I.P.O.F.L. 6.1 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will identify and describe or interpret the main idea(s) of the passage orally or written. This is to be in the target language with 80% accuracy or greater.

- I.P.O.F.L. 6.2 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will describe in summary from the main idea(s), orally or written. This is to be in the target language with 80% accuracy or greater.
- I.P.O.F.L. 6.3 Given an oral or written passage which may or may not be previously studied in the target language, at his level of instruction, the learner will answer questions orally or written on the content, dealing with the main idea of any sentence(s). This is to be in the target language with 80% accuracy or greater.
- T.P.O.F.L. 7.0 Given a topic or incomplete topic sentence or detailed outline in the target language at his level of instruction, the learner will demonstrate his ability to speak or write well-organized paragraph(s) of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.
- I.P.O.F.L. 7.1 Given an outline, in the target language at his level of instruction, the learner will demonstrate his ability to construct orally or written a well-organized presentation of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.
- I.P.O.F.L. 7.2 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct in written form, well-organized paragraph(s) or three or more sentences in the target language with native-like control. Accuracy: 75% or greater.
- I.P.O.F.L. 7.3 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct orally three or more well-organized sentences in the target language with native-like phonology, morphology, and syntax. Accuracy 70% or greater.
- T.P.O.F.L. 8.0 Given situations based upon the geography, history, literature, and fine arts, at his level of instruction, the learner will demonstrate his comprehension by describing the mores unique to the target culture in the native and/or target languages. Accuracy: 75% or greater for all items.
- I.P.O.F.L. 8.1 Given a list of the holidays appropriate to the geographical location, the learner will state the reasons for their significance.

- I.P.O.F.L. 8.1a Given a list of the holidays in the target culture, the learner will identify those of a religious base.
- I.P.O.F.L. 8.1b Given a list of the holidays in the target culture, the learner will identify those of a non-religious base.
- I.P.O.F.L. 8.2 Given a minimal list of five geographical terms at his level of instruction, the learner will interpret these as affecting the everyday life of the target culture.
- I.P.O.F.L. 8.2a Given the regions of the target language, at the level of his instruction, the learner will describe the climate as it affects the everyday life of each region.
- I.P.O.F.L. 8.2b Given the terrain unique to the regions of the target language at the level of his instruction, the learner will demonstrate his comprehension of this as it affects everyday life of a citizen of the target world.
- I.P.O.F.L. 8.2c Given appropriate materials at the level of his instruction, the learner will identify the major products of the target regions and describe the effects, if any, upon the everyday life.
- I.P.O.F.L. 8.3 Given a list of widespread forms of entertainment unique to the target culture, the learner at his level of instruction will identify situations in the target culture where these are effective.
- I.P.O.F.L. 8.4 Given appropriate resources, the learner at his level of instruction will describe the attitudes and policies in education throughout the target regions.
- I.P.O.F.L. 8.5 Given suitable resources, the learner will describe in his level of instruction, the social history of the target regions.
- I.P.O.F.L. 8.6 Given access to appropriate resources, the learner will at his level of instruction describe domestic affairs unique to the target regions. (e.g. government, law, and home)
- I.P.O.F.L. 8.7 Given access to appropriate resources, the learner, at his level of instruction, will describe foreign affairs unique to the target regions.
- I.P.O.F.L. 8.8 Given available resources, the learner will describe, at his level of instruction, the fine arts of the target regions.
- I.P.O.F.L. 8.9 Given appropriate resources, the learner, at his level of instruction, will describe the literary styles of widespread acceptance by the target regions.

- I.P.O.F.L. 8.10 Given all available resources, the learner, at his level of instruction, will describe the effects of family life on social behavior.
- I.P.O.F.L. 8.11 Given the target culture, the learner, at his level of instruction, will interpret in what manner and to what degree the target culture influences his own native culture.

PHILOSOPHY

Learning a foreign language means developing new skills, attitudes, insights and behavior patterns which can result only from systematic learning. The sound system, the visual symbols, idiomatic expressions and patterns of speech, plus the structure system, all contribute to the learning of skills - the more systematic the learning, the greater the skill.

Becoming aware of characteristics of another culture contributes toward the development of members of a multi-cultural society which may be national or universal. Thus the learning of German provides a valuable contribution to the complete education of the learner.

OBJECTIVES

The objectives of the learning of German are related to two areas, linguistics and culture. At all levels the linguistic skills are to be stressed in the following order of importance: listening, speaking, reading and writing. The degree of stress will be changed at levels three through six, when increased emphasis is to be placed upon the reading and writing skills.

Linguistic Objectives

1. To understand German when spoken by native speakers
2. To speak German fluently enough to communicate ideas with a native speaker
3. To read without translation material within the pupil's experience plus newspapers, periodicals and items of literary merit
4. To write correct, idiomatic German about topics within the experience of the learner.

Cultural Objectives

1. To understand behavior patterns that accompany the language, German
2. To comprehend culture, traditional and contemporary, as a way of life
3. To develop a positive attitude in examining another culture, thus seeking similarities as well as differences
4. To acquire insights into the fine arts, the performing arts and the scientific developments of Germany and other German-speaking countries.

OBJECTIVES: JUNIOR HIGH SCHOOL

1. The ability to understand German as spoken by a native on subjects within the pupil's scope of knowledge
2. The ability to speak German so that the pupil is understood by native Germans on topics that have been thoroughly covered in class
3. The ability to read in German material that has previously been learned and mastered audio-lingually without translation
4. The ability to write in German the material already heard, spoken and read.

Cultural Objective

The development of insight into contemporary German culture and the understanding of the similarities and the dissimilarities of the German culture and the American culture.

Essentials for Communication

Phonology	Morphology	Syntax
LISTENING To hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	To hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	To hear the foreign language without being confused by syntactical arrangements
SPKING To produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	To express one's ideas orally using appropriate grammatical forms	To express one's ideas orally using word order which is characteristic of the spoken language
READING To associate the appropriate graphic symbols with the sounds for which they stand	To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	To read directly in the foreign language without being confused by syntactical arrangements
WRITING To spell the graphic symbols which stand for the sounds of the language	To express one's ideas in writing using appropriate grammatical forms	To express one's ideas in writing using the appropriate word order of the foreign language
CONCEPTS To understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	To understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	To understand how the foreign language uses variations in word order to express meaning

Grade Seven in a Six-Year Sequence

Phonology	Morphology	Syntax
L short and long vowels I pure and umlauted vowels S difference between certain T consonants in German and E English, esp. <u>l</u>, <u>r</u>, <u>ch</u> N (<u>ich-ach</u> sounds) I word accent N intonation and rhythm G in statements, questions, commands	agreement of subject and verb (esp. important in speaking) def. and indef. article in nominative and accusative pers. pronouns in nom. and acc. predic. adjectives poss. adj. and <u>kein</u> in nom. and acc. interrog. pronouns in nom. and acc. present tense of regular and some irreg. verbs and <u>haben</u> and <u>sein</u> imperative of reg. verbs and irreg. verbs pres. tense of modal verbs pres. tense of verbs with separable prefixes <u>möchte</u>	normal word order and inverted word order after <u>dann</u>, <u>hier</u>, <u>morgen</u>, etc. word order in questions and commands some positions of <u>nicht</u> word order with modal verbs word order with verbs with separable pre- fixes
short and long vowels S pure and umlauted vowels P consonants <u>l</u>, <u>r</u>, <u>ch</u> E (<u>ich-ach</u> sounds) A initial <u>z</u> K word accent I intonation and rhythm N in statements, questions, G commands combination <u>qu</u>, <u>zw</u> foreign word <u>-tion</u>		
short and long vowels pure and umlauted vowels R diphthongs <u>au</u>, <u>ai</u>, <u>au</u>, E <u>eu</u>, <u>ei</u> A consonants <u>ch</u>, <u>-chs</u>, D <u>ck</u>, <u>dt</u>, <u>j</u>, <u>l</u>, <u>r</u>, <u>s</u>, I <u>sch</u>, <u>st</u>, <u>sp</u>, <u>th</u>, N <u>v</u>, <u>w</u>, <u>z</u>; silent <u>h</u>; G final <u>b</u>, <u>d</u>, <u>g</u>; off- glide <u>-er</u>; final <u>e</u> word accent intonation of sentences	same as above section	inverted word order word order in questions and commands word order with modals and separable prefixes
pure and umlauted vowels diphthongs <u>au</u>, <u>ai</u>, <u>aa</u>, <u>ee</u>, <u>ei</u>, <u>ie</u>, <u>oi</u>, <u>oo</u> W consonants <u>ch</u>, <u>-chs</u>, R <u>ck</u>, <u>dt</u>, <u>j</u>, <u>s</u>, <u>sch</u>, I <u>st</u>, <u>sp</u>, <u>th</u>, <u>v</u>, <u>w</u>, T <u>z</u>; silent <u>h</u>; final I <u>b</u>, <u>d</u>, <u>g</u>, <u>e</u>, off-glide N <u>-er</u> G capitalization of nouns <u>ich</u> not capitalized capitalization of polite "you" in all forms	nouns with def. and indef. art. in nom. and acc. pers. pronouns in nom. and acc. nouns and pronouns in agree- ment with present tense of reg. and some irreg. verbs and <u>haben</u> and <u>sein</u> modals; verbs with separable prefixes pred. adjectives poss. adj. and <u>kein</u> in nom. and acc.	normal word order and inverted word order after <u>dann</u>, <u>hier</u>, <u>morgen</u>, etc. word order in questions some positions of <u>nicht</u> word order with modals and separable prefixes

Grade Seven in a Six-Year Sequence

Phonology	Morphology	Syntax
German and English differ C in the graphic symbols O for some vowels and N consonants, and both C have like symbols for E many sounds. German P has some sounds and some T graphic symbols completely S foreign to English.	Nouns with definite and indefinite article or possessive adjective agree with verb forms (present tense). Pronouns agree with verb forms. Nouns in nominative and accusative have specific forms and functions. Pronouns represent nouns (animate or inanimate).	Normal and inverted word order express the same content but may shift emphasis. Word order in questions without interrogative pronouns differs from English. With certain German verbs - modals and with a separable prefix, a unique word order is used.

Grade Seven in a Six-Year Sequence

Vocabulary	Culture
In the context of the topics or units: - greetings - leave taking - classroom - incl. conversational terms - numbers - colors - clothing - shopping - clock time *calendar time - months, seasons **school building **members of family **parts of body *common foods **weather - Christmas - geography - community Nouns, verbs, adjectives pertaining to these topics as well as: - definite and indefinite article in nominative and accusative - personal pronouns in nominative and accusative - possessive adjectives, <u>kein</u> - interrogative pronoun in nominative and accusative <u>haben</u>, <u>sein</u> - function words like: <u>und</u>, <u>oder</u>, <u>aber</u>, <u>hier</u>, etc. Emphasis is on oral-audial skills. *Studies in Chapter 6, but grammar section studied in 8th grade. **To be studied but not included in first five chapters of book - words to be found on supplementary list.	Introduction to German culture should be an integral and natural part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items: - German names - forms of address - courtesy patterns - social customs - German school day and school year - places in a German town 24-hour clock - some typical foods - restaurant - German holidays - especially Christmas and Advent - rhymes - songs and music - Germany - landscape of regions - rivers and their locations - cities and their locations - German money The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.	Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Grade Eight in a Six-Year Sequence

Phonology	Morphology	Syntax
L combination of sounds: I <u>pf</u> S glottal stop T foreign words with <u>ch</u>, E <u>-tion</u>, initial <u>c</u>, N initial <u>ps</u> I rhythm and melody of N sentences G	nouns with def. and indef. art. in nom., acc., dat. poss. and demonstr. adj. in nom., acc., dat. adject. and adverb strong and weak adj. endings in nom., acc., dat. unpreceded adjectives in nom. and acc. plural of nouns in nom., acc., dat. personal pronouns in nom., acc., dat. reflexive pronouns indefinite pronouns in nom. and acc. prepositions with acc.* dat., and dat.-acc. present tense of more irreg. verbs and <u>werden</u>* and modals perfect tense with <u>haben</u> and <u>sein</u>/weak and strong verbs imperfect tense - modals imperfect tense - strong and weak separ. and insepar. verbs <u>da-</u> and <u>wo-</u> compounds *Not included in book, but should be covered.	position of direct and indirect objects (nouns and pronouns) word order with modals and sep. verbs inverted word order after adverbial and preposi- tional phrases word order with perfect tense
S production of all P sounds in German words E and in words adopted A into German K rhythm and melody of I sentences N accent in all types of G words		
association of all German sounds with the right R graphic symbols E cognates ("real" and A deceptive) D foreign words I developing a pronunciation N technique in word G attack accent and syllabication rhythm and melody of sentences	same as above section	position of direct and indirect objects (nouns and pronouns) word order with modals and separ. verbs and perfect tense
association of all W German graphic symbols R with sounds I developing a spelling T technique I adjectives denoting N nationality not G capitalized	same as listening and speaking	position of direct and indirect objects (nouns and pronouns) word order with modals and separ. verbs and perfect tense inverted word order after adverbial prepositional phrases

Grade Eight in a Six-Year Sequence

Phonology	Morphology	Syntax
German spelling is relatively more phonetic than English. C German assimilates words O from other languages N and also uses foreign C words in their native E pronunciation. P T S	Nouns and pronouns in nominative, accusative and dative have different uses in a sentence. Prepositions require different cases. Verbs in the present, imperfect and perfect tenses follow different patterns (regular, irregular, modals, separable verbs). Adjectives have case endings. Plurals of nouns are formed in various ways.	Direct and indirect objects have other positions as nouns than as pronouns. Adverbial and prepositional phrases in initial position affect word order. Infinitives used with modals and separable prefixes and perfect tense of verbs need special attention.

Grade Eight in a Six-Year Sequence

Vocabulary	Culture
In the context of the topics or units: - daily routine *telephoning - houses - rockets - satellites - restaurant *transportation - city (German) - landscape - travel - animals - holidays - Easter **fairy tales **legends **anecdotes - ordinal numerals - family Vocabulary should include: - definite and indefinite article in dative - personal pronouns in accusative and dative - demonstrative adjective - prepositions with dative, accusative, dative-accusative - werden and modals - separable verbs - some foreign words - da- and wo- compounds - some common expletives Aim should be toward a useful active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation. *Should be covered in 8th grade, but no specific unit in book. **From other sources - optional	Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: - German restaurants - Germany: - landscape in regions 10-12 cities - holidays, festivals, fairs - fairy tales - legends - anecdotes - folklore - proverbs - music - classical and popular - current events - German houses - some German products - road signs - German recreations - regional costumes } optional
Words and expressions in German are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.	In listening, speaking, reading, and writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Grade Nine in a Six-Year Sequence

Phonology	Morphology	Syntax
L introduction to difference I between standard German S and dialects T increased length and E speed of utterances N I N G	nouns with def. and indef. art. in all cases infinitives as nouns prepositions with genitive possess., limit., descript., attrib. adjunct. in all cases comparative and superlative special nouns like <u>Herr</u> present perfect and past and future tenses of reg. and irreg. verb, incl. <u>haben</u>, <u>sein</u>, <u>werden</u> and modals reflexive verbs dative verbs conjunctions indirect questions <u>wo</u> + prepositions	word order in pres. perf. and present and past tenses position of reflex. pron. position of adverbial expressions of time, manner and place position of genitive before and after noun
S perfecting pronunciation P with increase in speed of E utterances A greater awareness of K minute pronunciation I differences N G	same as above	word order in pres. perfect tense position of reflexive pronoun position of genitive position of adverbial expressions of time, manner and place
R perfecting reading skill E with increase in fluency A and expression D I N G	same as above	word order in pres. perfect tense position of genitive before and after noun
W perfecting writing skill R with attention to I individual needs T I N G	same as above	word order in pres. perfect tense position of refl. pron. position of genitive position of adverbial expressions of time, manner, and place
C Not all German-speaking O people pronounce N sounds alike. High C German is understood E by all German-speaking P people. T S	German has 4 cases; each has a special form and function. Prepositions require specific cases. Adjectives have case endings. Nouns and pro- nouns agree with verbs in pres. future perf. and past tenses. Tense functions often differ in German and English. Verbs follow two main patterns (strong and weak) with some exceptions.	Word order in pres. perf. and future tenses differs from pres. and past. The genitive may stand before or after the noun. Several adverbial expres- sions in a sentence stand in the order of time - manner - place.

Grade Nine in a Six-Year Sequence

Vocabulary	Culture
For an active up-to-date vocabulary <u>Grunddeutsch</u> "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide. Topical vocabulary should include: - current events - sports - education - holidays - Christmas, Oktoberfest - letter writing - entertainment A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters Vocabulary should include: - prepositions with genitive - comparatives and superlatives - reflexive pronouns, and special nouns like <u>Herr</u>	Cultural items studied at this level should include: Germany: - educational system - recreation - present political situation other German-speaking countries: - Austria - Switzerland The cultural study is done mainly in German, with some supplementary reading in English. It takes in: - the listening to recordings and viewing of films, filmstrips, and slides - the discussing of what has been heard or read - the reading of graded readers, periodicals, poetry, and literary prose - the writing of letters, reports and compositions In all of the above a student should be able to identify cultural behavior patterns which are uniquely German.
Each skill demands a certain amount and type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.	The German culture must be evaluated objectively and on its own merits. Germans have made many contributions to American culture.

Grade Ten in a Six-Year Sequence

Phonology	Morphology	Syntax
L I S T E N I N G poetic variations in the language in phrasing, rhythm, intonation and in word forms (i.e., contractions, dropping and adding of syllables)	pers. pronouns in all cases relative pron. in all cases verbs in all tenses in the indicative subjunctives (I and II) passive voice (pres., past, p. and p. perf.) <u>es</u> as subject infinitive with or without <u>zu</u> use of <u>helfen</u> , <u>lassen</u> , etc. with verbs adjectives and verbs as nouns adjectives from city names use of pres. and past partic.	position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating and subordinating conjunctions and relative pronouns (incl. position of separable prefix and modals) all infinitive constructions participial constructions (listening only)
S P E A K I N G perfecting pronunciation with attention to individual problems	pers. and relat. pron. in all cases all tenses of verbs in indicative subjunctives (I and II) passive voice; <u>es</u> as subj. infinitive with or without <u>zu</u> double infinitive construction adjectives and verbs as nouns adj. from city names and infinitives use of pres. and past partic.	position of verbs in all tenses word order in clauses with subordinating conjunctions and relative pronouns participial and extended adjective constructions
R E A D I N G perfecting reading skill with increase in speed	personal and relative pronouns in all cases all tenses of verbs in indicat. subjunctives (I and II) passive voice; <u>es</u> as subj. infinitive with or without <u>zu</u> double infinit. construction adjectives and verbs as nouns adjectives from city names and infinitives use of pres. and past partic.	position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating and subordinating conjunctions and relative pronouns all infinitive constructions
W R I T I N G perfecting writing skill punctuation apostrophe syllabication adjectives from city names capitalized	Verbs stand in different tenses, moods, and voices. The infinitive is used in different constructions. Nouns and adjectives may be derived from other words. Relative pronouns have four cases and relate to each other.	Verbs have specific positions in main and subordinate clauses. The infinitive has a specific position in various constructions.

Grade Ten in a Six-Year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read German. Conversational topics should be chosen with the consideration of a student's age and interests. They will range from current events to points of discussion from literary readings. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion.	To gain insight into the extent of German literature a student should be introduced to a variety of literary works which are appropriate to his age and interests. His reading should also include newspapers, magazines, and books on topics interesting to teen-agers. He should be exposed to German music of various types and see films and pictures depicting many aspects of German life. He should discuss current events as well as events in German history with an increasing understanding of the German way of life.
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.	Works of literature can be appreciated best in the language in which they were written.

Grade Eleven in a Six-Year Sequence

Phonology	Morphology	Syntax
L I S T E N I N G Utterances in standard German at various speeds and by a variety of voices should be comprehended.	subjunctive in all normal spoken uses conditionals substitutes for passive: active with <u>sich</u>, <u>lassen</u>, and infinitive form of <u>sein</u> and <u>zu</u>, <u>man</u> all forms of negation all ways of forming noun plurals	<u>wenn</u> clauses with subjunctive and omission of <u>wenn</u> in such clauses
S P E A K I N G All sound and intonation patterns of German should be produced without hesitation.		
R E A D I N G All German graphic symbols should be associated with the sounds they represent.	indirect discourse subjunctive in all uses conditionals substitutes for passive all ways of forming noun plurals	word order in indirect discourse omission of <u>wenn</u> in conditional clauses
W R I T I N G All graphic symbols should be written for the sounds they represent.	indirect questions and quotations subjunctives in all uses conditionals substitutes for passive all forms of negation all ways of forming noun plurals	word order in indirect questions and quotations <u>wenn</u> clauses with subjunctive and omission of <u>wenn</u> in such clauses
C O N C E P T S The relationship of sound symbols and written symbols should be understood.	Discourse may be direct or indirect. Active and passive voice may express the same fact from two viewpoints. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. German employs a variety of forms of negation and plural endings.	Word order in indirect discourse and conditional clauses follows various patterns.

Grade Eleven in a Six-Year Sequence

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in German and to read from a wide range of printed material makes possible an appreciation and understanding of German contributions to: - literature - painting - sculpture - architecture - dramatic arts - music - sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher, who should take into consideration the age, maturity, ability, and interest of the student.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of culturally acceptable forms and of the German heritage is a part of learning the German language.

Grade Twelve in a Six-Year Sequence

Phonology	Morphology	Syntax
LISTENING All utterances in standard German should be comprehended.	All changes of meaning caused by gender, number, case of nouns and pronouns, tense, voice, mood of verbs, and other modifications of word forms should be comprehended.	Syntactical arrangements should be comprehended.
SPERKING The sound and intonation patterns should be produced in a manner acceptable to native speakers.	Gender, number, case of nouns and pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas orally.	Word order should be used correctly to express one's ideas orally.
READING The association of graphic symbol and sound should be made with near-native fluency.	In reading aloud and silently, changes of meaning caused by different grammatical forms should be recognized with near-native proficiency.	In reading aloud and silently, changes of meaning caused by word order should be recognized with near-native proficiency.
WRITING The graphic symbol should be written for each sound with near-native proficiency.	Gender, number, case of nouns and pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas in writing.	Word order should be used correctly to express one's ideas in writing.
CONCEPTS The relationship of sound symbols and written symbols should be fully understood.	The use of gender, number, case of nouns and pronouns, tense, voice, mood of verbs and other modifications of word forms to express meaning orally and writing should be fully understood.	The use of word order to help express meaning orally and in writing should be fully understood.

Grade Twelve in a Six-Year Sequence

Vocabulary	Culture
A student should be able to understand almost any word in standard German in normal conversational contexts. He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in German with near-native fluency. He should recognize in context a wide range of vocabulary items. If he is planning to continue German in college he should do extensive outside reading to familiarize himself with many literary forms, words, and expressions. A student should have a writing vocabulary which is appropriate to the occasion.	A student should listen with understanding to audio stimuli and detect nuances of meaning relating to any aspect of German culture. He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the heritage of the people who speak German. He should read a great variety of printed material with an understanding of its place within the German culture. A student planning to continue his studies of German in college should familiarize himself with literature in his field of interest.
To understand, speak, read, and write German one must have command of a large and appropriate vocabulary.	The culture and heritage of the people who speak German is rich and interesting.

Level I in a Four-Year Sequence

Phonology	Morphology	Syntax
L short and long vowels I pure and umlauted vowels S difference between certain T consonants in German E and English, esp. <u>l</u>, <u>r</u>, N <u>ch</u> (<u>ich-ach</u> sounds) I word accent N intonation and rhythm G in statements, questions, commands	agreement of subject and verb (esp. important in speaking) def. and indef. art. in nom., acc., dat., singu- lar and plural pers. pronouns in nom., acc., dat. predic. adjectives strong and weak adj. end- ings - nom., acc., dat. poss. adj. and <u>kein</u> in nom., acc., dat. interrog. and reflexive pronouns present tense of reg. and irregular verbs and <u>haben</u>, <u>sein</u>, <u>werden</u> and <u>modals</u>, <u>mochte</u> imperative of regular and irregular verbs separable and inseparable verbs plurals of nouns	normal word order and inverted word order after <u>dann</u>, <u>hier</u>, etc. word order in questions and commands and statements word order with modals position of reflexive pronouns some positions of <u>nicht</u> word order with verbs with separable prefixes
short and long vowels S pure and umlauted vowels P consonants <u>l</u>, <u>r</u>, <u>ch</u> E (<u>ich-ach</u> sounds), A initial <u>z</u> K word accent I intonation and rhythm in N statements, questions, G commands combination <u>qu</u>, <u>zw</u>, <u>pf</u> foreign word <u>-tion</u>, <u>ch</u>		
short and long vowels R pure and umlauted vowels E diphthongs <u>au</u>, <u>ai</u>, <u>au</u>, A <u>eu</u>, <u>ei</u> D consonants <u>ch</u>, <u>-chs</u>, <u>ck</u>, I <u>dt</u>, <u>j</u>, <u>l</u>, <u>r</u>, <u>s</u>, <u>sch</u>, <u>st</u>, N <u>sp</u>, <u>,</u>, <u>th</u>, <u>v</u>, <u>w</u>, <u>z</u>, G silent <u>h</u>; final <u>b</u>, <u>d</u>, <u>g</u> off-glide <u>-er</u>; final <u>e</u> word accent intonation of sentences	Same as above.	word order in questions and commands word order with modals and separable prefixes
pure and umlauted vowels diphthongs <u>au</u>, <u>ai</u>, <u>au</u>, W <u>eu</u>, <u>ei</u> R consonants <u>ch-chs</u>, <u>ck</u>, I <u>dt</u>, <u>j</u>, <u>s</u>, <u>sch</u>, <u>st</u>, <u>sp</u>, T <u>,</u>, <u>th</u>, <u>v</u>, <u>w</u>, <u>z</u>, silent I <u>h</u>; final <u>d</u>, <u>b</u>, <u>g</u>, <u>e</u> N off-glide <u>-er</u> G capitalization of nouns <u>ich</u> not capitalized capitalization of polite "you" in all forms		normal word order and inverted word order after <u>dann</u>, <u>hier</u>, etc. word order in questions and commands word order with modals and sep. prefixes position of reflexive pronouns some positions of <u>nicht</u>

Level I in a Four-Year Sequence

Phonology	Morphology	Syntax
C German and English differ O in the graphic symbols N for some vowels and con- C sonants; both have like E symbols for many sounds. P German has some sounds T and some graphic S symbols completely foreign to English.		Normal and inverted word order express the same content but may shift emphasis. Word order in questions without interrogative pronouns and in sentences with modals differs from English.

Level I in a Four-Year Sequence

Vocabulary	Culture
In the context of the topics or units: - greetings - leave taking - classroom - incl. conversational terms - numbers - colors - clothing - shopping - clock time - calendar time *school building *house - members of family *parts of body - common foods - restaurants - weather - Christmas - Easter - geography - community Nouns, verbs, adjectives pertaining to these topics as well as: - definite and indefinite article in nominative, accusative, dative - personal pronoun in n. and a. - possessive adjective, <u>kein</u> - interrogative and reflexive pronoun <u>haben</u>, <u>sein</u>, <u>werden</u>, <u>wollen</u>, <u>müssen</u>, <u>können</u>, <u>möchte</u> - function words like <u>und</u>, <u>oder</u>, <u>aber</u>, <u>hier</u> *Not included in book but to be included during year.	Introduction to German culture should be an integral part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items: - German names - forms of address - courtesy patterns - social customs - places in a German town 24-hour clock - some typical foods - restaurant - German holidays - especially Christmas, Advent and Easter - songs and music - German landscape - rivers - cities - regions - German money The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context without conscious reference to English.	Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Level II in a Four-Year Sequence

Phonology	Morphology	Syntax
L I S T E rhythm and melody of N sentences I N G S production of all sounds P in German words and in E words adopted into A German K rhythm and melody of I sentences N accent in all types of G words	demonstrative adjectives in nom., acc., dat. prepositions with acc., dat., dat-acc. and gen. adjective and adverb verbs in past, present, perfect and future tense modals in present and past infinitive phrases dative verbs genitive <u>wo-</u> compounds coordinate and subordinate conjunctions comparison of adjectives	position of direct and indirect objects (nouns and pronouns) inverted word order after adverbial and preposi- tional phrases word order in present perfect tense word order in future tense (like modals) word order with separable verbs word order with conjunc- tions
R E cognates ("real" and A deceptive" D foreign words I developing a pronunciation N technique in word attack G accent and syllabication rhythm and melody of sentences	Same as above.	position of direct and indirect objects (nouns and pronouns) word order in present perfect and future tenses word order with sep. verbs word order with conjunc- tions
W R I developing a spelling T technique I adjectives denoting N nationality not G capitalized		position of direct and indirect objects (nouns and pronouns) inverted word order after adverbial and preposi- tional phrases word order in present perfect and future tenses word order with sep. verbs word order with conjunction
C O German spelling is N relatively more phonetic C than English. German E assimilates words from P other languages and T also uses foreign words S in their native pronun- ciation.	Nouns and pronouns agree with verbs in past, pres- ent perfect and future tenses. Tense functions often differ in German and English. Verbs follow two main patterns (strong and weak) with some exceptions. Prepo- sitions require different cases.	Direct and indirect objects have other positions as nouns than as pronouns. Adverbial and prepositional phrases in initial position affect word order. Word order differs in the differ- ent tenses. The position of separable prefixes of verbs needs special atten- tion.

Level II in a Four-Year Sequence

Vocabulary	Culture
In the context of the topics or units: - daily routine - letters - transportation - German school - landscape - travel - animals - holidays - Christmas, Oktoberfest - fairy tales - legends } optional - anecdotes } - sports - fashions and etiquette Vocabulary should include: - personal pronouns in dative - demonstrative adjectives - prepositions with dative, accusative, dative-accusative - modals - separable verbs - some foreign words - wo- compounds - some common expletives	Visual and audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study at the second level: - forms of letters - Germany: - landscape in regions - highlights of economy, industry, and present political situation - holidays, festivals, fairs - fairy tales - legends } optional - anecdotes } - folklore - music - popular and classical - current events - social customs - German school
Words and expressions in German are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.	In listening, speaking, reading, and writing, cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Level III in a Four-Year Sequence

Phonology	Morphology	Syntax
L I S introduction to difference between standard German and dialects T E N increased length and speed of utterances I N G	nouns with articles in all cases personal pronouns in all cases relative pronouns in nominative all types of adjectives in all cases prepositions with genitive comparative and superlative special nouns like <u>Herr</u> adjectives and verbs as nouns <u>es</u> as subject use of present and past participles adjectives from city names all tenses of verbs in indicative use of <u>helfen</u>, <u>lassen</u>, etc., with verbs	position of verbs in all tenses (incl. modals and double infinitives) word order in clauses with coordinating and subordinating conjunctions and relative pronouns position of genitive before and after noun position of adverbial expressions of time, manner, and place participial constructions (in listening only)
S P perfecting pronunciation E with increase in speed of utterance A K greater awareness of minute pronunciation differences I N G	Same as above.	position of verbs in all tenses (incl. double infinitives and modals) word order in clauses with subordinating conjunctions and relative pronouns participial and extended adjective constructions
R E perfecting reading skill A with increase in fluency and expression D I introduction to Fraktur N G	Same as above.	Same as listening and speaking.
W R perfecting writing skill I with attention to individual needs T I adjectives made from city names capitalized N G	Same as above.	Same as listening and speaking.
C Not all German-speaking O people pronounce sounds N alike. High German is C understood by all E German-speaking people. P Most modern German T books are printed in S Antiqua - old books were printed in Fraktur.	German has four cases; each has a special form and function. Prepositions require specific cases. Nouns and adjectives may be derived from other words. Verbs in the indicative have specific forms in the six tenses. The use of the tenses does not always correspond to English.	Verbs have specific positions in main and subordinate clauses in all tenses. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time-manner-place.

Level III in a Four-Year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read German. <u>Grunddeutsch</u> "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide for active vocabulary. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed. Topical vocabulary should include: - current events - sickness and doctor - education - government - history - biography	Cultural items studied at the third level should include: Germany: - government - educational system - recreation - highlights of history Other German-speaking countries: - Austria - Switzerland German influence in America: - famous German immigrants - Americans of German descent - German settlements The cultural study is done mainly in German, with some supplementary reading in English. It takes in: - the listening to recordings and viewing of films, filmstrips, and slides - the discussion of what has been heard or read - the reading of graded readers, periodicals, poetry and literary prose - the writing of letters, reports, and compositions
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.	The German culture must be evaluated objectively and on its own merits. Germans have made many contributions to American culture.

Level IV in a Four-Year Sequence

Phonology	Morphology	Syntax
L poetic variations in the I language in phrasing, S rhythm, intonation, and T in word forms (i.e. E contractions, and the N dropping and adding of I syllables) N G	passive voice substitutes for passive subjunctives (I and II) conditionals infinitive with or without <u>zu</u> relative pronouns in all cases	wenn clauses with sub- junctive and omission of wenn in such clauses word order after all relative pronouns
S P E perfecting pronunciation A with attention to K individual problems I N G	all forms of negation all ways of forming noun plurals indirect discourse (in listening)	wenn clauses with sub- junctive and omission of wenn in such clauses word order after all relative pronouns all infinitive construc- tions
R E A D perfecting reading skill I with increase in speed N G	passive voice substitutes for passive subjunctive in all uses conditionals indirect discourse infinitive with or without <u>zu</u> relative pronouns all forms of negation all ways of forming noun plurals	word order in indirect questions and quotations omission of wenn in conditional clauses word order after all relative pronouns
W R perfecting writing skills I punctuation T apostrophe I syllabication N G	Same as above.	word order in indirect questions and quotations wenn clauses with subjunctive and omission of wenn in such clauses word order after all relative pronouns
C Poetic forms of the O language may differ from N everyday spoken and C written German. German E has a highly consistent P punctuation. T S	The same fact may be expressed from two view- points through active and passive voice. The subjunctive expresses something which is contrary-to-fact, possi- ble, doubtful, or desirable. Pronouns may relate clauses to each other. German employs a variety of forms of negation and of plural endings. Discourse may be direct or indirect.	Word order in indirect discourse and conditional clauses follows various patterns. The infini- tive has a specific position in various constructions.

Level IV in a Four-Year Sequence

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and old literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in German and to read from a wide range of printed material makes it possible to let them gain an appreciation and understanding of German contributions to: - literature - painting - sculpture - architecture - dramatic arts - music - sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, and interest of the student.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of culturally acceptable forms and of the German heritage is a part of learning the German language. Works of literature can be appreciated best in the language in which they were written.

GERMAN Level I

Grade Seven in a Six-Year Sequence

I. Pre-reading phase

Primary Objectives: The pre-reading phase prepares the learner to listen and to understand German before he sees any of the visual symbol. During this period the sounds peculiar to the German language and new to the English-speaking learner are to be presented and drilled. Some examples are ch, r and l.

The systematic learning of structure begins in this phase with the development of awareness of subject and verb endings plus the noun articles and pronoun forms.

Recommended Duration: The pre-reading phase should last from three to six weeks.

Materials: Old A.L.M. Dialog Unit I
Text Warum nicht auf Deutsch? Chapter 1
German names for pupils

MATERIALS

Six-Year Sequence

Grade Seven:

A.L.M. Dialog Unit I

Warum nicht auf Deutsch? Chapters 1-5 plus Chapter 6 on Foods
excluding the grammar

Grade Eight:

Warum nicht auf Deutsch? Review Chapters 1-5 of text. Chapters 6-11

Grade Nine:

Review: Transition from Book I to Book II

Warum nicht auf Deutsch? Book II, Chapters 1-6

Grade Ten:

Warum nicht auf Deutsch? Book II, Chapters 7-10

Warum nicht auf Deutsch? Book III (when available)

German Review Grammar

Grade Eleven:

Warum nicht auf Deutsch? Books III and IV (when available)

Modernes Deutsch

Grade Twelve:

Warum nicht auf Deutsch? Book IV (when available)

Modernes Deutsch

MATERIALS

Four-Year Sequence

Grade Nine or Ten:

Warum nicht auf Deutsch? Book I

Grade Ten or Eleven:

Warum nicht auf Deutsch? Book II

Grade Eleven or Twelve:

Warum nicht auf Deutsch? Book III (when available)
German Review Grammar
Modernes Deutsch

METHODOLOGY

The methodology of the audio-lingual method necessitates long segments of time devoted to the development of comprehension skills.

Listening, Speaking, Reading

Dialog: Suggested procedures in German (no English)

- Phase one: First listening (tape)
- Phase two: Drill of vocabulary (orally)
- Phase three: Pattern drills of vocabulary
- Phase four: Second listening (teacher)
- Phase five: Question - response
- Phase six: Reading of dialog
- Phase seven: Presentation of dialogs revised by teacher
for ease of memorization
- Phase eight: Evaluation with objective tests

Writing

Writing skills follow intense oral drill of structures included in the chapter.

Suggested procedures:

- Phase one: Dictation
- Phase two: Structure and test drills in text

IDIOMS AND EXPRESSIONS

The following is a list of the idioms and expressions to be mastered in Warum nicht auf Deutsch? Book I. These expressions are to become an active part of the pupil's vocabulary.

I. Chapter One

Guten Morgen (Tag, Abend)

nicht wahr?

Wie heissen Sie? Ich heisse _____

Wie heisst du?

Wie geht es Ihnen? (dir)

Wie geht's?

Auf Wiedersehen!

Noch einmal!

Passen Sie Auf!

II. Chapter Two

Das ist schade!

Was ist los?

Das tut mir leid.

Ich habe Lieber. (Halsweh, Kopfweg)

Ich habe Durst.

Mein Hals tut mir weh. (weh tun)

Gute Besserung.

Danke! (Danke schon)

etwas Neues

nicht Neues

zu Hause

im Bett

Bitte schön

Bitte sehr

Ich habe Hunger.

Ich habe Glück.

Ich habe Deutsch gern. (lieber, am liebsten)

III. Chapter Three

Auf deutsch

im Süden, im Norden, im Westen, im Osten

Z.B. - Zum Beispiel

Es fällt mir ein!

einen Augenblick

IV. Chapter Four

es gibt

Was für ein

Was für

zu Ende

Vielen Dank!

Nichts zu danken!

Entschuldige, bitte!

Entschuldigen Sie, bitte!

am Bahnhof

Wo kann man gut essen?

Wieviel Uhr ist es?

Es ist halb neun Uhr.

Wie spät ist es?

V. Chapter Five

Grüss dich

Sehen Sie mal'. (Sieh mal!) Schau mal! Guck mal!

noch nicht

Tschüss

nach Hause

Es steht dir gut!

Es steht dir viel besser!

Gehen Wir!

etwas Passendes

Du hast noch nicht einmal ...

VI. Chapter on Christmas

... stimmt das?

denken an

noch etwas

heute abend

Keine Sorge

Sie haben recht

sich freuen auf

VII. Chapter Six

am Morgen (Nachmittag ...)

zum Frühstück (Mittagessen ...)

am Sonntag

d.h. - das heisst

links

rechts

ein paar (Blumen)

Guten Appetit! (Mahlzeit)

Haben Sie gewählt?

Heute haben wir den zehnten April.

VIII. Chapter Seven

aus Würzburg

Es freut mich, ...

Diese Wohnung gefällt mir.

ganz recht

ins Konzert

am nächsten Wochenende

bis zum nächsten Wochenende

wir wären es noch mit ... (dat)

leider nein

Wie steht es mit ... (dat)

es ist mir recht

macht nichts

Also los!

Das macht Spass!

Viel Spass!

IX. Chapter Eight

im Herbst

Was wissen Sie über _____

in alle Welt fahren

in der ganzen Welt bekannt

Ich fahre nach Amerika

Ich gehe in die Stadt

Erzählen Sie über _____

X. Chapter Nine

Sag mal

etwas anderes

einig sein

sich fertig machen

doch!

Alles ist in Ordnung ,

Es ist startbereit!

ein Schlager

Das ist Toll

so bleibt es wohl

mir ist es recht!

sich aufregen

sich fertig machen

XI. Chapter Ten

ihr Faulpelze

einen Ausflug machen

Na, endlich

Jetzt geht es los

gestern abend

ärgerlich auf

denken an

alle einsteigen

Pass auf!

nach rechts (links)

vor 10 Jahren

fahren mit dem Boot (Zug. Auto)

(wir essen) zu Mittag

Nach Süden

Stehen Sie auf!

Machen Sie die Tür zu!

Setzen Sie sich!

da drüben

Spass haben

Gehen wir nun!

ich glaube schon

Wie schade!

Was ist denn los?

Mit 15 Jahren

arbeiten bei

auf die Welt kommen

XII. Chapter Eleven

freitags

ein paarmal

XIII. Chapter on Weather

Wolken hängen am Himmel

Es regnet, blitzt, donnert

IDIOMS AND EXPRESSIONS

Warum nicht auf Deutsch? Book II

I. Chapter One

Lust haben

in den Ferien

Grüsse aus den Ferien

Ferien machen

II. Chapter Two

ein paar Mal

Was sagst du dazu?

auf dem Ball

was hältst du von (+ dat)

nach meinem Geschmack

ganz prima!

einfach toll!

III. Auf gehts!

Tausende von Menschen

das könnte nicht besser sein ...

IV. Chapter Four

Er geht in die Volksschule

Er geht aufs Gymnasium

Er studiert an der Universität

bis morgen

einmal, zweimal, ...

es ist mir gleich

ich kenne mich nicht aus.

die Schule besuchen

V. Chapter Five

warte einmal!

das ist kaum von Bedeutung.

möglichst viel(e)

genau so ... wie

VI. Chapter Six

Wie steht das Spiel?

es gibt

VII. Chapter Seven

Was machst du ...?

auf Besuch kommen

Er ist auf Besuch (bie ...)

sich interessieren für

Ich bekam es erzählt.

Es kommt mir bekannt vor.

der Sage nach (dat)

meiner Meinung nach

es fehlt mir

Er nimmt sie zu sich.

in Worte fassen.

VIII. Chapter Eight

Ich habe Eile.

sich auf den Weg machen

in Gedanken versunken

Er will ihm Ehre machen.

ich verdanke es dir (dat)

IX. Chapters Nine and Ten

bleiben stehen

Waren Sie so gut ...?

es fehlt noch etwas

SCOPE AND SEQUENCE

Added Notes for text, Warum nicht auf deutsch?

1. Modals

In Level I of each sequence all six modals are to be taught.

2. Werden

In Level I of each sequence all forms of werden in the present tense are to be taught.

3. Chapter Twelve, Warum nicht auf deutsch?

Chapter Twelve of the text is optional in each sequence.

4. Procedures, activities, games

For suggested procedures, activities and games refer to German in the Elementary Schools, Curriculum Bulletin, 1967-1968 Series, No. 8, Board of Education of the City of New York.

TOPICAL VOCABULARY LISTS

1. SCHOOL

die Schule	die Klasse	sein
der Lehrer	die Lehrerin	haben
der Schüler	die Schülerin	lernen
der Junge	das Mädchen	studieren
der Knabe	der Student	besuchen

2. CLASSROOM

das Klassenzimmer	die Tür	das Pult
der Plattenspieler	die Decke	die Bank
das Tonbandgerät	der Boden	die Tinte
die Schallplatte	die Wand	das Lineal
das Tonband	die Tafel	legen
die Landkarte	das Fenster	sehen
der Stock	das Bild	nehmen
der Wischer	die Uhr	zeigen
der Papierkorb	die Glocke	was
das Mikrofon	die Form	wie

3. LESSON

das Buch	die Geschichte	aufpassen
das Heft	die Frage	antworten
das Papier	die Antwort	fertig
die Lektion	verstehen	warum
die Kreide	sagen	erzählen
der Bleistift	lesen	ja
die Feder	schreiben	nein
der Gummi	fragen	

4. HOMEWORK

die Aufgabe	die Prüfung	richtig
die Arbeit	der Fehler	falsch
die Seite	verbessern	leicht
das Wort	korrigieren	schwer
der Satz	erklären	wiederholen
die Übung	übersetzen	machen

5. LANGUAGE

die Sprache	Französisch	die Stimme
sprechen	Spanisch	deutlich
Englisch	Hebräisch	reden
Deutsch	Italienisch	laut
Russisch	bedeuten	leise

6. FAMILY

die Familie
die Eltern
der Vater
die Mutter
der Name

das Kind
der Sohn
die Tochter
der Bruder
die Schwester

die Frau
der Mann
heissen
wohnen
leben

7. RELATIVES AND FRIENDS

der Onkel
die Tante
der Vetter
die Kusine
der Nachbar

die Grossmutter
der Grossvater
die Leute
der Freund
die Freundin

der Neffe
die Nichte
die Person
sterben
tot

8. COLORS

die Farbe
schwarz
weiss
purpurn

braun
grün
rot
bunt

grau
blau
gelb

9. PROFESSIONS

der Doktor
der Arzt
der Zahnarzt
der Advokat
die Krankenschwester
der Meister

der König
die Königin
der Präsident
das Dienstmädchen
der Soldat
der Dieb

der Metzger
der Schneider
der Bäcker
der Bauer
der Kaufmann
der Flieger

10. ARTICLES OF CLOTHING

der Mantel
der Regenmantel
die Jacke
der Anzug
die Weste
die Hosen
das Hemd

das Kleid
der Rock
die Bluse
die Schuhe
die Socken
die Strümpfe
der Hut

die Mütze
die Krawatte
die Tasche
die Handschuhe
das Taschentuch
der Kamm
tragen

11. DAYS OF THE WEEK

Sonntag
Montag
Dienstag

Mittwoch
Donnerstag
Freitag

Sonnabend
(Samstag)

12. MONTHS OF THE YEAR

Januar
Februar
März
April

Mai
Juni
Juli
August

September
Oktober
November
Dezember

13. SEASONS AND HOLIDAYS

die Jahreszeit
der Frühling
der Sommer
der Herbst
der Winter

das Jahr
die Ferien
der Feiertag
das Fest

Weihnachten
Neujahr
Ostern
feiern

14. CARDINAL NUMBERS

die Zahl
die Null
eins
zwei
drei
vier
fünf
sechs
sieben
acht
neun
zehn

elf
zwölf
dreizehn
vierzehn
fünfzehn
sechzehn
siebzehn
achtzehn
neunzehn
zwanzig
einundzwanzig
zweiundzwanzig

dreissig
vierzig
fünfzig
sechzig
siebzig
achtzig
neunzig
hundert
hunderteins
zweihundert
tausend
eine Million

15. ORDINAL NUMBERS

der erste
der zweite
der dritte
der vierte
der fünfte
der sechste

der siebente
der achte
der neunte
der zehnte
der elfte

der zwölfte
der zwanzigste
der einundzwanzigste
der dreissigste
der hundertste

16. ARITHMETIC

der Teil
die Hälfte
halb
das Viertel

zahlen
und
mal
weniger

viel
wenig
mehr

17. TIME

der Tag
die Stunde
die Minute
die Sekunde
der Morgen
der Vormittag
der Mittag
der Nachmittag

der Abend
die Nacht
(die) Mitternacht
die Zeit
die Woche
der Monat
das Datum
wann

früh
spät
heute
gestern
vorgestern
morgen
übermorgen

18. ANIMALS

das Tier
der Hund
die Katze
der Vogel
die Maus
die Biene

das Pferd
die Kuh
der Esel
der Löwe
der Tiger
der Hase

der Fuchs
der Fisch
der Hahn
der Ochse
das Schwein
bellen

19. FLOWERS AND FRUIT

die Blume
die Rose
das Veilchen
die Nelke
die Lilie

die Tulpe
das Obst
der Apfel
die Pflaume
die Banane

die Birne
die Trauben
die Kirsche
der Pfirsich
wachsen

20. NATURE

die Natur
das Land
der Stern
die Welt
die Luft

die Erde
das Meer
der See
die See
tief

der Himmel
die Sonne
der Mond
der Gott

21. COUNTRY

der Wald
der Garten
der Baum
das Blatt
das Gras

das Gebirge
der Berg
der Wag
der Stein

das Feld
der Fluss
der Bach
die Pflanze

22. PARTS OF THE BODY

der Körper
der Hals
die Schulter
der Rücken
das Herz
der Kopf

das Gesicht
die Augen
die Ohren
der Mund
die Nase
die Zähne

das Haar
der Arm
die Hand
der Finger
das Bein
der Fuss

23. HEALTH

die Gesundheit
die Krankheit
krank
gesund
wohl
der Magen

die Erkältung
die Medizin
Kopfweh
Zahnweh
Halsweh

stark
schwach
ruhen
waschen
die Seife

24. WEATHER

das Wetter
der Regen
der Schnee
der Wind
die Wolken
der Sonnenschein
der Sturm

kühl
kalt
warm
heiss
dunkel
hell
die Sonne

es schneit
es friert
es regnet
es blitzt
es donnert
es hagelt
das Feuer

25. THE HOUSE

das Haus
das Wohnzimmer
das Schlafzimmer
das Badezimmer
das Esszimmer

das Zimmer
die Küche
der Gang
der Keller
der Hof

die Treppe
das Dach
der Schlüssel
die Ecke

26. FURNITURE

die Möbel
der Stuhl
der Tisch
der Schreibtisch
der Schrank
die Lampe

der Teppich
das Sofa
der Vorhang
der Fernsehapparat
das Radio

das Bett
das Telefon
das Ding
der Korb
der Eimer

27. MEALS

die Mahlzeit
das Frühstück
das Mittagessen
das Abendessen
bestellen

das Restaurant
der Kellner
die Speisekarte
bringen
schmecken

essen
trinken
backen
kochen

28. FOOD

die Wurst
das Brot
die Butter
die Suppe
das Fleisch

der Salat
das Gemüse
das Ei
der Käse
die Kartoffel

der Nachtsch
der Kuchen
der Zucker
das Salz

29. BEVERAGES

die Milch
der Tee
der Kaffee
die Schokolade
der Orangensaft

der Wein
das Wasser
das Bier
der Saft
giessen

voll
leer
süss
sauer

30. TABLE SETTINGS

das Tischtuch
der Teller
die Tasse
die Untertasse
das Glas

das Messer
die Gabel
der Löffel
die Serviette

die Schüssel
der Krug
stellen
decken

31. THE CITY

die Stadt
das Dorf
der Hafen
die Strasse
der Park
der Platz

die Bibliothek
das Schloss
die Post
das Hotel
die Kirche
das Rathaus

der Bus
die Strassenbahn
die Untergrundbahn
der Lärm
die Zeitung
die Mauer

32. MATERIALS

das Holz
das Eisen
bauen

die Wolle
die Seide
schneiden

das Gold
das Silber

33. SHOPPING

einkaufen
die Apotheke
das Geschäft
der Laden
der Markt
die Bäckerei
die Kasse

das Geld
die Mark (DM)
der Pfennig
kaufen
verkaufen
bezahlen
die Rechnung

wieviel
kosten
teuer
billig
der Preis
zahlen

34. SOCIAL RELATIONSHIPS

der Herr
die Dame
das Fräulein
der Besuch
der Ring

der Geburtstag
das Geschenk
der Brief
der Gast
danken

bleiben
sich setzen
einladen
besuchen
heiraten

35. NATIONS

Amerika
die Vereinigten
Staaten
Mexiko
Kanada
England
Russland
Israel

Deutschland
Dänemark
Frankreich
die Schweiz
Österreich
Italien
Spanien

das Land
der Staat
die Grenze
die Fahne
reisen

36. TRAVEL

die Reise
der Wagen
das Auto
das Boot
das Schiff

das Fahrrad
der Zug
die Eisenbahn
der Bahnhof
das Flugzeug

gehen
fahren
kommen
zusammen
zurück

37. ACTIONS AND ACTIVITIES

anfangen
arbeiten
aufhören
aufmachen
aufstehen
beginnen
brechen
enden
fallen
finden
frühstücken
geben

helfen
holen
klopfen an
laufen
liegen
öffnen
rufen
schenken
schicken
schlafen
schlagen
schliessen

schreien
sich käm^{en}
sich waschen
sitzen
stehen
suchen
tun
verlieren
warten
wecken
zumachen

38. AMUSEMENTS

das Kino
der Film
der Tanz
die Musik
das Lied
tanzen

das Theater
das Programm
das Fernseh-
programm
das Konzert
spielen

hö^{re}n
wandern
singen
schwimmen
der Spaziergang
der Ball

39. EMOTIONS

müde
erstaunt
traurig
glücklich
fröhlich

sich freuen
weinen
lachen
lieben
hassen

die Freude
sich schä^men
fühlen
froh
böse

40. THOUGHT

denken
vergessen
wissen

glauben
träumen
hoffen

kennen
wünschen
werden

41. WHEN?

immer
oft
nie (mals)
gleich

bald
sofort
jetzt
zuerst

dann
schnell
langsam
manchmal

42. WHERE?

wo
wohin
hier
da
dort
draussen

überall
nah
fern
weit
nirgends

links
rechts
oben
unten
irgendwo

43. QUANTITY

das Stück
das Pfund
das Paar
die Flasche
nichts

die Meile
das Kilometer
das Liter
genug
gar nichts

soviel
zuviel
ungefähr
genau

44. DESCRIPTION

alt
arm
dick
dreckig
dumm
dünn
breit
eng
faul
fleissig
frei
gemütlich

gross
gut
hart
hässlich
hoch
jung
klein
klug
kurz
lang
neu
niedrig

reich
rein
ruhig
rund
sauber
schlecht
schmutzig
schön
still
weich
wunderbar
zornig

GERMAN III

A curriculum guide and syllabus of suggested material and procedures

Introduction:

The authors have here attempted to create a syllabus for a course in third level German which is equally useful for schools oriented to the quarter system, the conventional semester system, or the modular scheduling system and independent study or individual progress. The various "aufgaben" can easily be individualized.

The course has been deliberately arranged in "Lektionen" of varying length, but so arranged as to provide 30 class sessions per quarter (120 per year). This falls fifty sessions short of the regularly scheduled 177 sessions. The difference allows for the scheduling of films, teachers' workshop days, testing, and various scheduled and unscheduled interruptions. If the teacher's pace is faster than that set by the course, the extra time can easily be filled with supplemental work and additional group or individual projects. If the teacher's pace is slower than that of the course, the extra time will allow him to finish without slighting the later "Lektionen" or Aufgaben.

It is to be remembered that this is a new course not yet piloted and will very probably come under considerable revision during the first year or two.

OBJECTIVES OF GERMAN III

Reading (Basic Reading text)

To read with direct understanding (no translation) and to discuss in simple terms in German what has been read.

Listening - Conversing

1. To follow simple conversation and lectures on any topic with which the student has some familiarity.
2. To formulate pertinent questions about what has been heard (or read).
3. To carry on conversations with native speakers in everyday settings.
4. To read with only moderate difficulty newspapers and magazine articles relating to the areas being discussed.

Writing

To write short compositions and reports, notes and letters (simple written communication) in simple, acceptable German.

Culture

To contrast differences between as well as to draw the analogies in the culture of the target language and the native language.

- | | |
|--------------------------|--|
| 1. values | 8. sciences |
| 2. taboos | 9. folklore |
| 3. customs | 10. folk, festivals |
| 4. mores | 11. political systems and philosophies |
| 5. philosophies | 12. The list may be extended according |
| 6. historical background | to the desires of the individual |
| 7. arts | teacher. |

GRAMMAR, SYNTAX

lexical development, word formation, idioms, etc.

1. To use, in the exercises provided and in controlled composition, orally and in writing the idiomatic expressions and lexical items provided by the basic grammar text.
2. To perform with reasonable accuracy the grammatical and syntactical exercises and compositions provided by the basic grammar text.

Listening and oral practice:

To understand directly (without translation) the language of the classroom, extemporaneous reading by the teacher, tapes using a variety of voices of material of appropriate difficulty.

To take with reasonable orthographic accuracy dictation of both previously learned and extemporaneous material.

To respond orally to questions regarding the lesson in German.

To speak in the classroom about the classroom activities, the lesson, "Alltug" subjects in reasonably accurate German.

General remarks:

The grammatical review and development should begin with a review of the most sophisticated and complicated aspects of the previous course (German II). This should be based at least in the beginning on problems arising from the basic reading.

(For the first year, the secondary German teachers will begin with the passive voice, conditional and subjunctive, since these are the most sophisticated areas covered in German II. This enters very conveniently since the first essay in Typisch Deutsch begins with an appropriate paragraph in passive voice.)

Emphasis should be given both in the grammar text and in the basic reading to syntax, lexical items, word formation, word families, and idiomatic expressions.

The teachers should aim to develop a total new vocabulary of about 1500 words. Of these a minimum of 800 should become an active part of the student's vocabulary. This includes idiomatic expressions.

The teacher should give emphasis both in listening and reading to the recognition of cognates and to basic linguistics (the differences between German and English).

Suggestions for extensive listening practice include:

Deutschland Spiegel (monthly German news film available from the German consulate)
Extemporaneous oral reading by teacher of various class-oriented and course-oriented material
Tapes of basic readings, Typisch Deutsch, Deutsch Jugend v. Heute
Oral quizzes
Dictation - both familiar and new material
Listening records: readings, poetry, short plays
Taped copies of German broadcasts
Community resource persons: natives of Germany, Austria and/or Switzerland who speak to the classes on topics of general interest
A.F.S. students in the area from German-speaking countries

Textual Material

Basic Grammar Text: German Review Grammar
J. Alan Pfeffer, D.C. Heath, 1967.

Basic Readers: Typisch Deutsch, Viola Hums Droth
Holt, Rinehart, Winston, 1964.

Deutsch Jugend von Heute, Eric Marcus
Holt, Rinehart, Winston, 1967.

(Both readers are supplied with tapes)

SPECIAL PROCEEDURES

I. Student materials

- A. Texts
- B. Dictionary (Cassells New Compact)
- C. Each student is to provide himself with a loose-leaf notebook in which he shall maintain sections for his compositions, idioms, grammatical and syntactical notes, lexical items.
- D. Each student shall provide himself with 3 x 5 file cards which are to be used for "Wortbildung" and vocabulary development. On one side: the initial word as it is introduced and to which are added at the time or as introduced through reading or conversation later, other words in the same family.

(A class "secretary" may volunteer or be selected by the teacher to keep a master file from which the students may bring their individual files up-to-date periodically.)

On the reverse side may be kept English meanings, lexical explanations, and cognates. Word-building principles should be kept in the "Wortbildung" section of the notebook.

II. Composition

Most composition, particularly early in the course is carefully controlled and follows the exercises of the basic text. However, occasionally short, carefully prepared-for original compositions are required.

All composition is to be written on one side only of the loose-leaf notebook paper in ink (or typed). The student is to write his name, study hour, and the date in the upper right-hand corner of each sheet. A title must appear on each composition. If the paper has a ruled margin, it is to be maintained, otherwise the student must keep a margin on the left of one inch.

The teacher will make all corrections in the margin of the line in which the error appears in red ink using the following or any other proof-reading system:

sp. - spelling	w.o. - word order
gr. - grammar	cord. - coordination
^ - omission	str. - faulty sentence structure
v - word missing	t. - tense
p. - punctuation	dic. - misuse of word (diction) voice
cap. - capitalization	m. - mood
l.c. - lower case	awk. - awkward structure
P - paragraphing	
sub. - subordination	
incoh. - incoherent	

The student makes the necessary corrections on the back of the preceding page on the line opposite the error. This eliminates rewriting the paper, and makes for ready checking by the teacher. The teacher re-checks each paper until it is correct and only then is the student given credit for his grade which is assigned when first handed in.

III. Group projects

Each quarter the class will cooperate in a group project of a cultural nature.

In the fall quarter of 1969 the first project will be a cooperation venture between the German II classes of both Kennedy and Lincoln High Schools. The emphasis of both readers in the course is on cross-cultural contrasts and similarities, particularly in the case of Typisch Deutsch, on the stereotype views held by Americans of Germans and by Germans of Americans. Using this as a springboard the German III class will formulate, circulate, collect, and tabulate a "Meinungumfrage," Was ist typisch Deutsch?

The questionnaire is to be circulated among the German students at all levels in both high schools, to the A.F.S. students in the area, and to other high schools. It is hoped that an English version entitled "What is typically American?" can be sent to German schools in Berlin, Baden, Württemberg, and Bayern with which the secondary German instructors are acquainted. The doubtless entertaining results could then be sent to Germany and a regular inter-school program be initiated.

Because of Lincoln's quarter schedule it is necessary that each project be completed within one quarter.

The Group project for the second quarter is entitled "Eine Reise noch Deutschland". Each class is divided into three groups according to interests. Each group decides upon a main interest or purpose for the trip, i.e., Festspiele, Betriebsorientierung, Universitäten and Fachschulen, Oper, Theater, Musik, Volksfeste, usw. Each group forms its itinerary with dates, routes, stopping-off places and side trips. Then as a group they research the trip collecting or making visuals (maps, transparencies, slides, filmstrips and/or films). The trip is reported in German in written form, presented to the class with visuals and the group acts as a panel of experts in a question-answer period in German after the report has been made orally to the class. Community resources (natives, etc.) may be drawn in and brought into the oral report to the class by the group.

After the first quarter each student is responsible for 75-100 pages of extensive reading. One hour every two weeks should be devoted to discussion of the problems met in the reading and to checking that it is being done. Also, to give opportunity for people who are reading the same books to discuss them in groups.

The student writes an original book report in German on his reading (Nacherzählung) with a final paragraph or two explaining his impression of the book and reasons for his impression. The report follows Composition format and is from 225 to 400 words in length. Book reports are corrected and graded by the teacher and treated according to composition procedure before the grade is recorded. The corrected report is filed by the teacher and is not returned to the student!

Wk. I

Typisch Deutsch,
Sind wir wirklich so? pp 1-6

Linguistics

1. Passiv
2. Nummer - statistik
3. Wortbildung

Kultur

1. Stereotype view of Americans and Germans (Questionnaire - American attitude toward) (Munungsumfrage) - Was ist Typisch Deutsch? Germans
For long study:
A.F.S.
General
Send to other schools
state
German
2. Irony -
names -
footnotes
3. Use typing students for preparation and tabulation.
4. Cooperative project between Kennedy and Lincoln

Procedure:

- | | | |
|---------|--|--|
| 1st Day | 1. Sight reading | |
| | 2. Discussions | |
| | question-answer | send to Bad Ball |
| | <u>answer</u> | |
| | explanations | (Keep notebook for <u>idioms</u> , <u>themes</u>) |
| | 3. Draw attention to footnotes | |
| | 4. Assign remainder for home-work | (Keep file of 3 x 5 cards for <u>Wortbildung</u>) |
| 2nd Day | 1. Discussion | |
| | question-answer | (Notebook section for grammar items) |
| | footnotes | |
| | 2. Discussion of cultural differences | |
| | 3. Begin assignment of questionnaire project. (4 weeks) | |
| | Assignment: prepare questionnaire questions. | |
| 3rd Day | 1. Review of story content. | |
| | 2. Assemble questions - correct grammar, wording syntax, etc. | |
| | 3. Assign questionnaire for typing. | |
| | 4. Assign and begin review of passive - chapter 22, Pfeffer | |
| | Read for content pp 161-164. | |
| | Be prepared to answer questions p 164 orally. | |
| 4th Day | 1. Warm-up discussion of questionnaire and progress. | |
| | 2. Questions p 164. | |
| | 3. Introduce and explain idioms - (to be memorized <u>each chapter</u>) | |
| | pp 159-160 grammar explanation. Use idiomatic expressions in 2-3 sentences each day. | |

4. Reread "Sind wir wirklich so?" - picking out passives - (?)
 5. Assign Exercises A and B pp 164-165.
- 5th Day
1. Warm-up on questionnaire
Was haben Sie übers Wochenende gemacht.
Fragen iebeirs Passiv.
 2. Exercises C and D and E in class orally.
 3. Review idiomatic expressions in sentences - 2-3 sentences each day
(can be used for warm-up)
 4. Assign Exercise F, p 65.
- 6th Day
1. Warm-up - questionnaires, idioms, Exercises G and H, p 165
 2. Assign composition p 166 - begin in class rough draft
- 7th Day
1. Go and correct homework. (Exchange papers and have some students write sentences on blackboard.) Have students rewrite corrected composition in composition notebook.
 2. Start Variations (A, p 166) in class. Discuss meaning.
 3. Assign B in writing (using file cards for lexical items; word families, if strong verbs are included show vowel change and any verb and refl. and/or impers.
- 8th Day
1. Warm-up - questionnaire or whatever is relevant.
 2. Go over Wort frami lieu - refer to Typisch Deutsch.
 3. Start conversation.
(Extra credit for memorization - 3 day time limit)
- 9th Day
1. Warm-up - conversation memorization, etc.
 2. Light reading
Read Chapter 2 - Typisch Deutsch. Use of titles.
 3. Talk about Köln, Iom, Oper (Heinzel mieunchea), Rheiu, Adenauer, Koluischwaner 4711; Maris Farina; Farina Gegenüber - (Topics for short oral reports by students for this weeks warm-up; extra credit.)
 4. Assign: reading chapter in writing: answer question on p 138.
- 10th Day
1. Warm-up - student reports (oral)
 2. Discussion, homework B questions, answers on Chapter 2.
 3. Draw attention to direct discourse.
 4. Start introducing Pfeffer, Chapter 23 pp 168, 170
 5. Subjunctive - formation
 6. Assignment. Study - formation of subjunctive. Give 5 examples of subjunctive each weak and strong verbs - not from examples pp 168-169.
- 11th Day
1. Warm-up - Form and conjugate series of weak and strong subjunctive I and II from the infinitives.
 2. Introduce Indirect Discourse pp 169-170. (Expand with other examples.)
 3. Assign: Restudy pp 168-170 - be prepared to ask questions about things that are not clear.
- 12th Day
1. Answer questions - re-explain subjunctive. (Use students to explain to each other when possible.)
 2. Read orally Basic patterns pp 171-172.
 3. Assign: Review and complete basic patterns. Any lexical items looked up go on file cards.

- 13th 1. Review and expand lexical items listed.
Day 2. Reread "basic patterns."
 3. Assign: question 173 (in writing)
- 14th 1. Check questions.- Use blackboard. - Check variations.
Day 2. Idiomatic expressions (follow procedure for Unit I.)
 3. Exercises p 173 - Use blackboard (5-10 people). 2 statements, 2 questions. Remaining students analyze and critique boardwork.
 4. Assign: Exercises B and C, p 173.
- 15th 1. Exercise D orally.
Day 2. Go over written exercises B and C.
 (Exercises E and F - skip unless class is unusually alert and aware.)
 3. Review exercises A, B, and C using dasz (dependent clause word order)
 4. Assign composition p 174.
- 16th 1. Correct composition as in Unit I in class.
Day 2. Assign: rewrite composition in composition book.
- 17th 1. Correct composition as in Unit I on blackboard.
Day 2. Variation, p 175.
 3. Assign: Exercise B, p 175 - lexical items (file cards)
- 18th 1. Go over Variations A and B, p 175. Keep file on hand. Use class Adcy.
Day 2. Use conversation D. Univ. for class reading and discussion.
 3. Assign: reread "Sinn fur Wurde" p 7, Typisch Deutsch.
- 19th 1. Reread and discuss "Sinn fur Wurde" (p. 7, Typisch Deutsch)
Day 2. Change to indirect discourse those quotations that lend themselves. Discuss those that do and those that don't.
- 20th 1. Quiz - Indirect discourse - correct in class (simple direct quotes to indirect discourse with and without dasz)
Day 2. Chapter 24, Pfeiffer.
 3. Discuss - real and unreal conditions (partials)
 4. Assign: Read pp 176-179.
- 21st 1. pp 176-179 - Go over in detail. Add examples.
Day 2. Assign basic patterns.
- 22nd 1. Read and discuss basic patterns in class.
Day 2. Discuss content, irony.
 3. Pick out conditionals: discuss reals.
 4. Assign: questions p 182 - written and idiomatic expressions - memorized, listed.
- 23rd 1. Go over questions.
Day 2. Exercises A, B, C, D, E, and F orally.
 3. Assign: rough draft of composition p 184.
- 24th 1. Correction of composition
Day 2. Assign: rewrite composition in composition notebook.
- 25th 1. Variations A and B (in writing) on file cards.
Day 2. Assign: to complete exercises on file cards.
- 26th 1. Go over lexical items - bring class file to date. See secretary.
Day 2. Assign: conversation to be read in class.

- 27th 1. Conversation pp 185-186 in class.
Day 2. Assign each student to prepare 6 questions.
 Chapter 22 - grammar
 Basic patterns content
 Idiomatic expressions (take 2 days.)
 Word formation
 Variation
 Conversations
 3. Prepared - n file cards to be handed in. The final will be built from them.
- 28th 1. Typisch Deutsch: Organisierte Wanderlust
Day Sight reading: what is not read in class is homework.
 2. Assign: reread and prepare questions (selected study)
- 29th 1. Student questions
Day 2. Teacher questions - free discussion
- 30th 1. Continue #3 - Typisch Deutsch
Day 2. Student questions.
- 31st 1. #4 - Typisch Deutsch - Dos ist doch Uneihart.
Day 2. Read (teacher) to class with class' books closed. If time remains students retell story in German.
- 32nd 1. Continue reading and retelling #4.
Day 2. Assign: read #4.
- 33rd 1. Reading - individual roles.
Day 2. Assign: Prepare 2 questions on each reading selection to be used as final exam question (multiple choice (4) choices) on file cards - signed.

Whatever extra days remain may be used for review - cultural expanse - one hour for final exam.

2nd Quarter

Typisch Deutsch 5-8

Pfeffer 1-6 { Bob - 1-3-5
 { Lisl - 2.4-6

Outside Reading - one hour every 2 weeks for class discussion

Group Project

GERMAN III

German Review Grammar - Peffer

Lesson I, pp 3-8

- 1st Day 1. Introduction, review of grammar
2. Sight reading, basic patterns; survey of idiomatic expressions, p 6.
3. Homework: memorize idiomatic expressions; study grammar, pp 3-4.
- 2nd Day 1. Review grammatical principles; short quiz on idioms.
2. Reread basic patterns; questions-answers in German by students, a, books open; b, books closed. Exercises B and C orally; D1 on blackboard.
3. Homework: A and D2. If time remains after oral exercises, D2 should be started in class.
- 3rd Day 1. Correct and review homework.
2. Begin conversation.
3. Homework: rough draft of composition (in notebook)
4. Reread and/or memorize conversation.
- 4th Day 1. Correct composition. Students copy corrected composition into permanent notebook.
2. Read poem. Students answer questions in book.
3. Homework: Variation B in writing; memorize idioms from lesson II, p 13.
- 5th Day 1. Test on lesson I. Correct in class.
2. If time, interlace Typisch Deutsch.
3. Homework: Continue drills and memorization of idioms of lesson II, p 13.

Chapter II.

- 1st Day 1. Warmup - Review homework for day.
2. Principles of tense: pp 9-11.
3. Sight reading, basic patterns, pp 12-13.
4. Homework: Review idioms of Chapter II. Write answers to questions on p 13.
- 2nd Day 1. Review and correct homework.
2. Exercises A, B, and C orally. If time does not allow to finish, add rest to homework assignment.
3. Homework: Exercises D, E, and F written.
- 3rd Day 1. Check homework.
2. Read "Heidenröslein."
3. Begin reading and drilling conversation.
4. Homework: Rough draft of composition, lesson II and Variation practices A, p 15.
- 4th Day 1. Correct composition in class.
2. Check variation practices.
3. Reread conversation.
4. Begin Chapter III.
5. Homework: prepare for quiz on Chapter II.

- 5th 1. Quiz on Chapter II. (30 minutes and correction time)
Day 2. Interlace additional time in Typisch Deutsch.

Chapter III

- 1st 1. Read and/or review idioms.
Day 2. Introduce grammar-discussion.
3. Sight reading, basic patterns.
4. Oral question and answer period; a, books open; b, books closed;
c, original questions by students.
5. Exercises A, B, and C orally
6. Homework: Exercise E written. Study grammar, prepare questions for
discussion on grammar.
- 2nd 1. Review grammar. Take up student questions.
Day 2. Correct written homework. Exchange papers; use blackboard.
3. Exercise F orally.
4. Homework: composition from lesson II. Final check of correct composition
(to be copied into permanent notebook).
- 3rd 1. Check final copies of composition in permanent notebook.
Day 2. 10/15 minutes further clarification of grammatical principles
3. Read second stanza of "Heidenröslein."
4. Student questions and answers on the poem.
5. Conversation: sight reading (question-answer period)
6. Homework: Variation B written.
- 4th 1. Correct homework.
Day 2. Reread conversation.
3. Interlace Typisch Deutsch.
4. Homework: Memorize idioms of Lesson 4 and review Chapter 3 (1 and 2)
for test.
- 5th 1. Test - correct in class.
Day 2. Homework: Continue memorization of idioms of Chapter 4.
(Typisch Deutsch vocabulary and content should be included in test depending
on how far class has progressed with the book.)

Chapter IV

- 1st 1. Review test of chapter 3. Discuss most common errors, etc.
Day 2. Discuss, answer questions regarding idioms in chapter 4.
3. Homework: Study parts of speech. Continue memorization of idioms.
- 2nd 1. Sight reading, basic patterns, chapter 4.
Day 2. Questions, p 26, answer orally.
3. Review order of the parts of speech, question-answer.
4. Homework: Exercise A, p 27, written.
- 3rd 1. Correct homework.
Day 2. Exercises B, C, and D orally in class.
3. Start in class and finish as written homework Exercises E and F.

- 4th 1. Correct homework.
Day 2. Exercises A and B orally.
 3. Begin conversation (sight reading, question and answer)
 4. Homework: rough draft of composition in chapter 3.
- 5th 1. Quiz on chapters 1-4. Correct in class.
Day 2. Check rough draft of composition.
 3. Homework: continue correction and writing of composition. Idioms for chapter 5.
- 6th 1. Finish work on composition. Copy into permanent notebook.
Day 2. Interlace with reading or quiz on Typisch Deutsch.

Chapter V

- 1st 1. Review and correct homework.
Day 2. Introduce and discuss idioms of chapter 5.
 3. Sight reading, basic patterns of chapter 5.
 4. Question-answer period. a, books open; b, books closed.
 5. Introduce articles and genders. Stress endings that indicate genders.
 6. Homework: Exercise F written; study grammatical principles; begin to memorize idioms.
- 2nd 1. Correct written homework. Review articles and genders. Go over idioms.
Day 2. Reread basic patterns; questions-answers.
 3. Exercises A, B, C, D, and E orally.
 4. Homework: rough draft of composition, chapter 4.
 5. If time, interlace Typisch Deutsch.
- 3rd 1. Review and correct composition. (At home - copy into permanent notebook.)
Day 2. Exercises: Variations A and B (on blackboard).
 3. Begin conversation - at least through once.
 4. Read: Typisch Deutsch.
 5. Homework: prepare for test on chapter 5.
- 4th 1. Test on chapter 5. Correct in class.
Day 2. Homework: begin memorization of idioms in chapter 6.
- 5th 1. Reserve day for reading and discussion of Typisch Deutsch.
Day

Chapter VI

- 1st 1. Introduce special uses of the Genitive case.
Day 2. Sight reading, basic patterns of chapter 6.
 3. Emphasize special uses of the genitive.
 4. Homework: memorize prepositions with the genitive, verbs with the genitive, and uses of indefinite time in the genitive.
- 2nd 1. Discussions of special uses of the genitive from student questions.
Day Move to teacher questions.
 2. Reread basic patterns. Questions and answers on basic patterns.
 Emphasis on special uses of the genitive.
 3. Homework: Begin memorization of the idiomatic expressions of chapter 7.
 4. If there is time, take exercises B and C orally in class.

- 3rd 1. Write Exercise A, p 39 in class. Allow 25 minutes and then collect.
Day 2. Homework: Write Exercises D, E, F, p 40.
 3. Add Exercise F on file card for lexical item.
 4. Take composition Chapter 5, p 33, orally in class.
 Class - to complete at home.
- 4th 1. Correct and review homework, especially composition lesson 5.
Day 2. Variations p 40 orally.
 3. Conversation, p 41, sight reading.
 4. Homework: rough draft of composition chapter 6, p 40. Prepare for test.
- 5th 1. Text on Chapters 1-6. Correct in class.
Day 2. Composition correction (on blackboard)
 3. Homework: composition correction and rewriting.

Chapter VII

- 1st 1. Discuss test, review areas of difficulty.
Day 2. Check composition.
 3. Introduce grammar of chapter 7.
 4. Sight reading, chapter 7, basic patterns.
 5. Homework: memorize and note on vocabulary cards: dative prepositions, accusative prepositions, dative verbs, dative adjectives, other constructions.
- 2nd 1. Oral quiz - 10 minutes on homework.
Day 2. Discussion of questions on grammar.
 3. Reread basic patterns.
 4. Student questions on content, basic patterns. a, books open; b, books closed.
 5. Exercise A orally. If difficult for class, do on blackboard.
 6. Homework: Exercise C in writing.
- 3rd 1. Review and correct homework.
Day 2. Divide class into two groups. Work on Exercise D (written). Follow directions. Group I left col. subj.; Group II right col. subj. 10 minutes.
 3. Reverse order - Group I right col., etc.
 4. Use blackboard to correct in class.
 5. Homework: composition, chapter 7, rough draft.
- 4th 1. Check composition.
Day 2. Read "Ich hatt einen Kameraden" to class. Do Variation A in writing.
 3. Check answers.
 4. Sight reading - conversation, p 47.
 5. Homework: Variation B, p 46 (written); memorize idioms of lesson 8.
- 5th 1. Check homework.
Day 2. Test, chapter 7. Correct in class.
 3. If time provides, short oral quiz on assigned idioms.